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ABSTRACT

This annotated bibliography of institutional research is the eighth in a series published by the Association for Institutional Research (AIR). Abstracts on institutional research of special interest are submitted by members of AIR. Topics covered are: goals of higher education; community development goals; spatial environments of higher education; the university; institutions of higher education within the civil government; curriculum and instruction; research; professional and graduate education; student services; government and management activities; academic governance; planning; budgeting; innovative activities; students; faculty; and student development outcomes. (Author/KE)

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AN ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1973 - 1974

JAMES K. MORISHIMA
Editor

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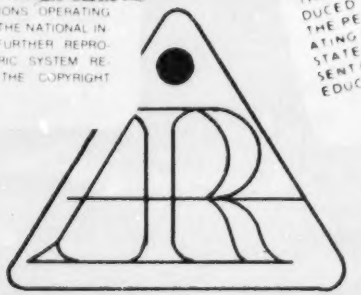

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH
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EIGHTH EDITION

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FOREWARD

This annotated bibliography of institutional research is the eighth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. For the past eight years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the previous editions, editing of the annotations has been minimal. This accounts, in part, for the variations in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain consistency in form and to meet space limitations. In addition, the editor has written a limited number of annotations. The Publications Board is considering a change in format and method of distribution for the annotated bibliography in the future.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order. Copies of most of the entries will be on display at the Annual Forum on April 28 - May 1, at Stouffer's Riverfront Inn, St. Louis, Missouri.

Additional copies of this bibliography may be obtained from the Executive Secretary, Association for Institutional Research, College of Education, Room 217, Florida State University, Tallahassee, Florida 32306. The cost of each additional copy is $1.00. Please make checks payable to The Association for Institutional Research.

I have enjoyed serving as the editor these past few years, and have been pleased by the breadth of activities IR people engage in and their willingness to share their results with their colleagues.

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AN

ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1973-1974

GOALS OF HIGHER EDUCATION

1. Choi, Jae W., and Paul R. Lyons. Institutional Goals Inventory at Frostburg State College, Office of Institutional Research and Evaluation, Frostburg State College, Frostburg, MD 21532, September 1973, 70 p., no cost.

   Institutional Goals Inventory (IGI) questionnaires were used to collect data on: (1) currently perceived college goals and "Should Be" college goals and (2) desired college program offerings from faculty, students, administrators and community representatives in the spring of 1973. The specific purpose of the study was to identify the major goals of the college perceived by different constituent groups on and off the campus; to determine diversity of perceptions; to rank goal area priorities; and measure the discrepancies between "IS" goals and "Should Be" goals.

2. College-Wide Committee on Self-Study, Federal City College. Outcomes: Report of the College-Wide Committee on Self-Study, Office of Institutional Research, Federal City College, 1420 New York Ave. NW, Washington, D.C. 20005, January 1974, 40 p., no cost.

   This study was undertaken before Federal City College, the first and only 4-year, liberal arts, land-grant college in the District of Columbia, received accreditation. The report was prepared primarily for the members of the Middle States Accrediting Association. It presents FCC's objectives, as they reflect the Land Grant Act and the D.C. Board of Higher Education Resolution X-48, and measures the success the College has had in attaining these objectives.

3. Morey, Ann I., and Kathie Teilmann. University of Southern California Goals: Viewpoints of Faculty, Students and Administrators, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, June 1973, 58 p., $3.00.

   Using the Institutional Goals Inventory Survey instrument designed by ETS, this study surveyed USC faculty, students and administrators regarding their opinions of what the most important goals of the university should be as well as the degree of emphasis they think is currently placed on these goals. Although the groups occasionally differed, there were many areas of consensus.

4. Piesco, Judith, Irene Shrier, and Lawrence Podell. Review of the Evaluative Literature on Open Admissions at CUNY, CUNY Office of Program and Policy Research, 535 E. 80th St., New York, NY 10021, October 1974, 67 p., no cost.

   This review summarizes the literature concerning "evaluations" of the open admissions policy and its implementation at the colleges of The City University of New York from September, 1970 and August 1974. There is a wide range of literature summarized, including research reports containing data on the impact upon students to the recounting of personal experiences to journalistic and scholarly criticisms.

See also: 13, 44, 46, 71, 84, 91, 110, 114, 127.

COMMUNITY DEVELOPMENT GOALS

5. Tatham, Elaine L., Edwin Williams, and Harold L. Finch. Village Presbyterian Church Membership Projections, Institute for Community/College Development, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, October 1974, 44 p., no cost on limited basis.

   A large church with almost 5000 members was concerned with the future membership size and age distribution. Using an existing computerized model for population projections, membership projections by age were developed through the year 2000. The membership projections by age were also developed for each of 28 geographic areas with current members of the church.

6. Wigler, Ken. A Study of D.C. Registered Voters' Attitudes toward Higher Education as Related to their Demographic Characteristics, Office of Institutional Research, Federal City College, Washington, D.C. 20005, March 1973, 42 p., no cost.

   This study shows the relationship between the demographic characteristics of a sample of registered voters of the District of Columbia and their responses to an opinion poll regarding institutions of higher education in the District. An analysis of the sample revealed: (1) what groups were most familiar with Federal City College, (2) what group the institution applealed to most, and (3) what factors various groups considered most important in selecting a college or university. The study includes description of the methodology employed.

See also: 2, 70, 71.

SPATIAL ENVIRONMENTS OF HIGHER EDUCATION

7. Fiedler, Judith. Entering Students Housing Survey, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, December 1974, 18 p., no cost.

A survey was conducted investigating opinions on housing needs and preferences of a sample of entering students who chose not to live in the UW Residence Halls. The largest number of these, 89, were married and living with their spouses. Among the unmarried students, interviews were conducted with 183 during November and December, 1974. Consistent responses indicated that students value low cost, privacy, and quiet most highly when evaluating housing options.

8. Linnell, Robert H., and William H. Hamblin. Undergraduate Enrollment Trends in Higher Education: 1973-1983; Implications for the University of Southern California, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, July 1973, 55 p., $2.75.

This report provides a number of alternative undergraduate enrollment forecasts for the years 1973-1983. Although the total undergraduate college-age population will increase moderately, there are several factors unfavorable for undergraduate enrollments. The participation rate has levelled off and may be declining. Private institutions are enrolling a declining proportion of all undergraduate students. These trends could cause serious problems.

9. Phillips, William H., and Thomas G. Owings. The Northwest Alabama State Junior College Economic Impact Study, The Institute of Higher Education Research and Services, P.O. Box 6293, University, AL 35486, Summer 1974, 35 p., $2.00 (limited)

The purpose of this study conducted by the Institute of Higher Education Research and Services at The University of Alabama was to ascertain and describe the impact of Northwest Alabama State Junior College on the economy of Franklin, Lawrence, Martin and Winston Counties.

10. Uhl, N.P., and E.A. Nelsen. Improving the College GPA Prediction of Black Students by Considering the Sex of the Applicant and the Racial Composition of the High School, Office of Research and Evaluation, North Carolina Central University, Durham, NC 27707, 1974, 18 p., no cost.

    Results from some recent studies have indicated that sex combined with whether the applicant attended a predominantly black or white high school may serve as useful moderators to increase the fairness and accuracy of prediction. This study tests this hypothesis using 506 students entering NCCU in 1969 and 609 entering in 1972.

See also: 6, 84, 92, 160.

THE UNIVERSITY

11. Jackameit, William P. Statistical Summary of the College, Director of Institutional Research, Madison College, Harrisonburg, VA 22801, December 1974, 52 p., $2.00.

    This second edition presents a compilation of selected statistical data pertaining to students, faculty, programs, productivity, finances, and facilities of Madison College. Comparative data encompassing twenty, ten, five, three, and two year periods are provided. New this year are tables concerning the residency status and geographic origin of students, credit hours produced by level within departments, credit hours produced in extension, academic level of minority group students, and tenure status of faculty by department.

12. Keith, Nathan R. Perceptions of Governors State University Administrative Units, 1974, Research and Innovation, Governors State University, Park Forest South, IL 60466, April 5,1974, 41 p., $1.00.

    The Survey of Perceptions of Administrative Units was administered for the third year in 1974. One hundred and one of a total of 167 forms were returned representing a return rate of 60.5 percent. The administrative units of GSU were all evaluated by faculty and staff on a four point scale for each of seven items.

13. Shrier, Irene, and David E. Lavin. Open Admissions: A Bibliography for Research and Application, CUNY, Office of Program and Policy Research, 535 East 80 Street, New York, NY 10021, March 1974, 73 p., no cost.

This bibliography brings together more than 1,000 references concerning open admissions and related issues in higher education. This literature is organized around eight categories: (1) Open Admissions; (2) Factors Influencing High School Graduates to Attend College; (3) Disadvantaged and Minority Students; (4) Pre-College and Special Programs; (5) English and Reading Skills; (6) General Compensatory Programs; (7) Dropouts; (8) Aspirations, Career Patterns, and Social Mobility of College Graduates.

See also: 4, 35, 84, 108, 110, 111, 114, 115, 158, 197.

THE COMMUNITY COLLEGE

14. Behrendt, Richard L. 1948-1973 Graduate Follow-Up Study, Richard Behrendt, Director of Institutional Research, Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, MD 21740, March 19, 1974, 45 p., no cost.

A general purpose follow-up study of all Hagerstown Junior College graduates from 1948-1973. Major areas included are present status of graduates, employment, education, and an evaluation of HJC.

15. Rice, Gary A. Implementing a Resource Requirement Prediction Model in Community Colleges, Institutional Studies and Planning, Yakima Valley College, Yakima, WA 98902, November 1974, 208 p.

The main goals of this project were to determine what characterized a useful model, initially implement RRPM 1.6, identify problems associated with implementation, establish the effort and resources needed, evaluate the strengths and weaknesses of the model's operation, develop an evaluation procedure for ascertaining the model's worth, and study the feasibility of its implementation for the state two-year college system.

16. Tatham, Elaine L., and Diana Kelley. Five JCCC Institutional Studies, 1973-74, Office of Institutional Research, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, September 1974, 101 p., no cost on a limited basis.

The five studies are: Community Satisfaction with JCCC Programs and Services, Continuing Education Student Profile, JCCC Student Success at Four-Year Transfer Institutions, Follow-up of Students Attending JCCC During Fall 1970 and Library User Opinion of JCCC Library.

See also: 5, 9, 17, 30, 31, 34, 35, 67, 73, 74, 81, 95, 97, 108, 110, 111, 117, 119, 120, 121.

INSTITUTIONS OF HIGHER EDUCATION IN CIVIL GOVERNMENT

17. Finch, Harold L. A State Educational and Manpower Forecasting Model for Community Planners, Institute for Community/College Development, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, Winter 1973, 12 p., no cost on a limited basis.

The mismatch between the manpower supply and demand together with a positive approach for dealing with the problem is illustrated by examining the situation in Kansas. Selected projections based on specified scenarios for three cases analyzed by the Kansas Master Planning Commission are presented at the conclusion of the paper.

CURRICULUM AND INSTRUCTION

18. Ard, Robert F. Instructional Utilization of Audio-Visual Resources at The University of Tennessee, Knoxville, Office of Institutional Research, 111 Student Services Bldg, U.T., Knoxville, TN 37916, October 2, 1974, 46 p., no cost.

Reports results of a faculty questionnaire survey of present and forecasted instructional needs for media equipment and services. Fifty percent of entire campus faculty responded. Results indicated a strong faculty desire to increase classroom utilization of media. Problems associated with equipment acquisition and operation were identified and arguments for and against the establishment of a centralized campus media service were presented. The questionnaire instrument is appended to the report.

19. Blai, Boris Jr. Description of an Experiment in the Conception of Learning - Development at Harcum Junior College, Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, 1974, 10 p., $1.00.

Harcum believes that education-learning embraces acquiring knowledge of ideas, and that training-learning is concerned with the acquisition of occupational skills. The College is committed to both the education and training of students, since these two dimensions of total learning are not mutually exclusive. The essential concept of 'career' learning at Harcum is that all educational experiences should serve to prepare youth for adult-work roles, and the continued preparation of adults for new roles in the world of work.

20. Brown, David L. Faculty Ratings and Student Grades: A Large-Scale Multivariate Analysis by Course Sections, Dr. David L. Brown, 10 Ware Street, Palmer, MA 01069, December 1974, 120 p., $5.00.

Data on 2,360 course sections (Spring 1973, Univ. of Conn.) were factor analyzed and multiple regression analyzed. A highly significant relationship was found between grades and ratings, accounting for 9% of the variance in the ratings ($r=.35$, $p<.000001$). This study includes discussion of results and conclusions/recommendations.

21. Choi, Jae W. Educator's Needs Assessment Project (IR-14-74), Office of Institutional Research and Evaluation, Frostburg State College, Frostburg, MD 21532, September 1974, 66 p., no cost.

This survey report contains information on teachers' educational needs obtained from nearly two thousand classroom teachers, administrators, and supportive professionals in public school systems in the tri-state area including western Maryland and adjacent areas of Pennsylvania, and West Virginia. It concerns such information as: (1) teacher's status of assignment, certification, and degree attainment; plans for furthering education; convenient time to attend classes; distance willingly to drive; types of degrees preferred to achieve, etc; and (2) specific concentration areas and instructional courses that the respondents plan to take in the next three years, regardless of choice of colleges and universities.

22. Choi, Jae W. and Joseph F. Malak, Faculty Perception of Poor Academic Performance of Students in Lower Level College Courses (IR-9-73), Office of Institutional Research and Evaluation, Frostburg State College, Frostburg, MD 21532, August 1973, 16 p., no cost.

The purpose of this study was to identify some of the outstanding questions or problems related to poor academic performance of students in lower level college courses perceived by various faculty members. Questions include: what are the specific attitudes, work habits, and academic skills that particularly cause poor performance of students? Characteristics critical to students' poor performance in specific courses are rank-ordered according to their composite scores.

23. Choi, Jae W. Longitudinal Data on Courses with Low Student Enrollment, From Spring, 1971 through Fall, 1974 (IR-2-75), Office of Institutional Research, Frostburg State College, Frostburg, MD 21532, January 1975, 66 p., no cost.

This report contains the longitudinal data on instructional courses with low student enrollment covering the most recent eight semesters, from the 1971 Spring Semester to the 1974 Fall Semester, at Frostburg State College. This report includes all the course titles offered during these semesters. The term "low student enrollment" here refers to any course with 12 or fewer student enrollees in any or all semesters included in the report.

24. Cliff, Rosemary. Interdisciplinary and Multidisciplinary Programs: Attitudes and Experiences of University of Southern California Faculty, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, March 1974, 17 p., $1.00.

In conjunction with a comprehensive faculty questionnaire, a sample of USC faculty were asked about their experiences with, attitudes toward, and opinions regarding multidisciplinary and interdisciplinary research programs. The faculty indicated a mildly favorable attitude toward both types of research. Those who had experience with both viewed them with equal favor, while those exposed to only one type of research tended to favor that type.

25. Counelis, James Steve. Evaluation and the Social Science Interdisciplinary Course, Office of Institutional Studies/Management Information, University of San Francisco, San Francisco, CA 94117, November 2, 1972, 18 p., $3.00.

Provides an evaluational approach to course. A definition and categorization of interdisciplinary courses and three generic patterns is provided.

26. Counelis, James Steve. The Grade of Incomplete: A Brief Review and Discussion, Office of Institutional Studies/Management Information, University of San Francisco, San Francisco, CA 94117, October 12, 1972, 8 p., $2.00.

Analysis of 1971-72 distribution of the grade "INC." Presents arguments against university automatic "F" rule for uncleared "INC" grades.

27. Fiedler, Judith. Program Planning Survey - Continuing Education: Courses on the House, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, August 1974, 7 p., no cost.

This study presents the results of a survey to assess public interest in Non-credit courses on Housing and the House.

28. Gillmore, Gerald M. A Brief Description of the Student Ratings Forms of the University of Washington Instructional Assessment System, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, November 1974, 7 p., no cost.

A new system of instruction has been implemented at the University of Washington. Two major changes are in evidence. First, there is an explicit recognition that student ratings can and do serve multiple functions, and the same evaluative questions are not necessarily appropriate for each. Secondly, there is an explicit recognition that adequate diagnostic information cannot be efficiently provided instructors with use of a common set of evaluative questions for all classes.

29. Keith, Nathan R. Survey of the Governors State University Community on the 8-Week Calendar, Research and Innovation, Governors State University, Park Forest South, IL 60466, June 5, 1974, 32 p., $1.00.

A survey was conducted of students and faculty relative to the 8-week calendar system. The two surveys have been combined into one research report. Results showed a wide discrepancy between what students wanted and what the faculty considered appropriate.

30. Lucas, John A. Market Analysis of Proposed New Programs in a Growing Community College, Office of Planning and Research, Harper College, Palatine, IL 60067, April 16, 1974, 10 p., no cost.

Describes various ways market analyses can be conducted to determine student demand and demand for graduates of proposed new programs. Data also is presented to show accuracy of previous projections for size of proposed program.

31. Lucas, John A., and Roger Mussell. Survey for the Need for Educational Programs in Electromechanical Technologies, Office of Planning and Research, Harper College, Palatine, IL 60067, February 1975, 15 p., no cost.

Surveys relevant industries and businesses in the Northwest Chicago Suburbar area to determine the demand for these organizations having their employees trained and the demand for hiring new graduates in automotive ignition, electrical and control systems, electronic assembly, electrical print reading, inspection and quality control and sales and service of audio equipment.

32. Majer, Kenneth, and Nicholas Stayrook. The Question of Reliability of Course Evaluation Forms at Indiana University, Office of Institutional Research, Bryan Hall 305, Indiana University, Bloomington, IN 47401, Decemb. 1973, 35 p., no cost.

Examines the issue of the reliability of the traditional student-response course evaluation procedure. Four studies were completed: (1) stability of scores on the two most widely used evaluation instruments at Indiana University, (2) internal consistency of items, (3) consistency of student evaluations of each instructor, and (4) ability of instruments to discriminate between good and poor teachers. Major conclusion is that there is a serious lack of reliability or "trust" one can place in evaluations using these instruments.

33. Malkoff, Karen. The Effect of Ability Level upon Cumulative GPA by Academic Unit and Class Level, Educational Assessment Center, University of Washington, 453 Schmitz Hall FB-30, Seattle, WA 98195, August 1974, 12 p., no cost.

An analysis of records of a sample of UW students in eleven academic units to determine the effects of ability level on grade variability among academic units and class levels.

34. Tatham, Elaine L., and Diana Kelley. Skills, Education and Experience for Clerical Staff: A Survey of Southern Metropolitan Kansas City Area Employers, Office of Institutional Research, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, April 1974, 38 p., no cost on limited basis.

Secretaries are currently very much in demand in the Kansas City area. Students leaving the program prior to graduation but with marketable skills were finding employment in secretarial fields. The question was raised as to whether employers wanted and were willing to pay for office staff with the skills of a Certified Professional Secretary. Opinions were obtained from employers of clerical staff as to what skills, education and experience were necessary or desirable for positions of clerk/receptionist, clerk/stenographer, secretary and administrative assistant.

35. Wilt, Susan Amidon. Research on Remedial Programs, CUNY, Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, May 1974, 42 p., no cost.

This report is the initial effort of the City Univeristy of New York to gather and summarize research upon remediation programs at its eighteen senior and community colleges. The reports included vary from completed studies to proposed research designs.

See also: 1, 2, 4, 11, 13, 15, 41, 43, 44, 46, 48, 53, 71, 92, 104, 111, 118, 135, 139, 145, 155, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 199.

RESEARCH

36. Blai, Boris Jr. Institutional Research for Two-Year Colleges: Community and Junior (Psychology-73), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, August 1973, 4 p., $1.00.

Highlights of how our small-enrollment (550 students) private, independent, two-year college analyzes its efforts as a learning center for young women.

37. Blai, Boris Jr. Is it Really a Better Technique? Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, November 1974, 5 p., $1.00.

Describes an easy-to-use plan that offers the accuracy and objectivity of statistics with out the complexities - useful- especially for non-researchers who wish to put a technique "to the test."

38. Blai, Boris Jr. Job Satisfaction and Work Values for Women, Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, Summer 1974, 7p., $1.00.

Whether or not a particular woman will look for employment depends on a variety of economic, social, and psychological factors at the time of her life when she debates the decision. Although women evidence some variations in their work values (job satisfactions sought), a consistently high order of similarity among psychological needs sought is evidenced. Mastery-Achievement and Social values are consistently among the top-three sought.

39. Blake, Elias Jr., Linda Jackson Lambert, and Joseph L. Martin. Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight Year Study, Institute for Services to Education, Inc., 2001 "S" Street, NW, Washington, D.C. 20009, October 1974, 60 p., one copy free, additional copies $2.50.

This report studies characteristics and trends of enrollment and degrees granted in 98 historically Black Colleges (HBC) over the eight year period from 1966 to 1973. The enrollment in these institutions is viewed by level and control of the colleges studied and details first-time freshmen, total and undergraduate vs. graduate enrollment trends. Degrees granted data is presented by type of degree and highlights baccalaureate degree data for five selected academic fields. Comparisons are made with national data, when available.

40. Counelis, James Steve. Theory and Suggested Framework for Self-Evaluative Performance Appraisal in the Univeristy, ERIC No. ED 073 741, January 2, 1973, 12 p., no cost.

Presents a systems theory approach and symbolic model for self-evaluative performance appraisal at the institutional level.

41. Counelis, James Steve. WICHE/NCHEMS Work and the Need for Black Box Research, ERIC No. pending. To be listed in February, 1975 issues of ERIC's Research in Education, November 4, 1974, 12 p., no cost.

This paper presents concern about the absence of Black Box analysis in relations to WICHE/NCHEM's information exchange procedures implementation project. The nexus between the outcome of post-secondary education project and the program classification structure is focused upon.

42. Houston, John W. Summary of Institutional Research at the U.S. Military Academy for FY '74, Director of Institutional Research, U.S. Military Academy, West Point, NY 10996, September 1974, 35 p., no cost.

This booklet describes the institutional research projects at the U.S. Military Academy which were either conducted during the period of 1 July 1973 to 30 June 1974 or were still in progress as of 1 July 1974.

43. Keith, Nathan R. Induced Course Load Matrix, Research and Innovation, Governors State University, Park Forest South, IL [illegible], October 22, 1974, 9 p., $1.00.

Enrollment data for the SO 1974 session at GSU has been used to produce an induced course load matrix. Basically, this report shows the amount of trading effort of each college of GSU for itself and for each of the other colleges of GSU. Two key concerns that seem obvious from reviewing the data are: (1) enrollment projections and budgeting considerations should take into account the extent to which one college "services" another, (2) there is a wide discrepancy between colleges in amount of work taken outside of the college.

44. Office of Institutional Research. An Evaluation of FCC's Educational Impact on Its Student Body: The Strategy for Implementation in an Urban Society (A Cross-Sectional Study), Part I, Federal City College, Office of Institutional Research, Washington, D.C. 20005, June 1973, 60 p., no cost.

The cross-sectional study was prepared to provide FCC an assessment plan for obtaining bench-mark information on the achievement levels of its students in the areas of facts and skills. A survey was to be made of 815 resident and extension undergraduates during the fall quarter, 1973-74. Survey instruments were to consist of standardized tests and questionnaire designed for the various academic levels.

46. Office of Institutional Research. An Evaluation of FCC's Educational Impact on Its Student Body: The Strategy for Implementation in an Urban Society (A Longitudinal Study), Part II, Federal City College, Office of Institutional Research, Washington, D.C. 20005, April 1973, 168 p., no cost.

    This study describes a plan FCC should use to measure its success in achieving the goal of providing quality education to the residents of the District of Columbia. The assessment plan, which applied the longitudinal approach, was designed to evaluate the students' academic growth for a 3-year period. Survey instruments such as questionnaires and standardized tests are to be administered to the same sample of students immediately after enrolling during their freshman and junior years, and their senior year after completing the requirements for bachelor's degrees.

47. Pascale, Pietro J., and J.S. Pascale. A New Methodology for Research in the Schools and Universities-Nonparametric: Analysis of Trend, Dr. Pietro J. Pascale, School of Education, Youngstown State University, Youngstown, OH 44555, 1973, 24 p., no cost.

    Trend analysis is explained in nontechnical language with examples given for both parametric and nonparametric situations. Similarities and differences between parametric and nonparametric trend analyses are conveniently charted. Practical research applications for Directors of Testing and Directors of Institutional Research are stressed. A linear parametric trend which serves as a prototype is calculated in a step-by-step manner. The linear and quadratic tests for trend are programmed on both FORTRAN and BASIC.

48. Research Division, Association of Universities and Colleges of Canada. Inventory of Research Relevant to Higher Education in Canada 1974, AUCC, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1, March 1974, 18 p., $1.00.

    Inventory of research projects in progress or completed during 1973 relevant to post-secondary education in Canada. The inventory includes 171 projects under the following headings: general; administration, finance and manpower; curriculum and teaching; academic and non-academic staff; students; extension and continuing education.

See also: 4, 6, 9, 11, 12, 25, 29, 35, 39, 42, 53, 72, 83, 84, 92, 103, 111, 144, 145, 154, 157, 159, 193.

PROFESSIONAL AND GRADUATE EDUCATION

49. Choi, Jae W. The Miller Analogies Test and Grades of Students in the Master of Education Degree Program (IR-5-74), Office of Institutional Research, Frostburg State College, Frostburg, MD 21352, February 1974, 9 p., no cost.

> This report was an attempt to investigate the extent to which the Miller Analogies Test could be used to predict grade point averages of graduate students in the master of education degree program at Frostburg State College. Data used for this study covered grade point averages and scores of the Miller Analogies Test of all graduate students in the program from 1970 to 1974. Pearson Product-moment correlation coefficient between two variables, on the average, was .17.

50. Keith, Nathan R. Student Evaluation of Cooperative Education, Research and Innovation, Governors State University, Park Forest South, IL 60466, June 19, 1974, 18 p., $1.00.

> This study reports the results of a survey of those students who have completed a co-op education module. Of a total of 200 students who had completed their co-op experience as of the date of the survey, 86 returned completed questionnaires.

51. Pascale, Pietro J., and Joseph Murray. A Survey of Professional Needs in Special Education for Northeastern Ohio, Dr. Pietro Pascale, School of Education, Youngstown State University, Youngstown, OH 44555, 1973, 35 p., no cost.

> Seventy-five teachers working in the area of Special Education and Learning Disabilities were administered a questionnaire concerning instructional and program needs. The questionnaire results are analyzed using percentages and tabular presentation of data. The questionnaire comprised over one hundred items consisting of demographic data, preferences for specific instructional skills, and evaluative remarks concerning a completed workshop.

52. Pugh, Richard C., Jon S. Readnour, Gerald R. Thrasher, Jr., and H. Glenn Ludlow. Factors Associated with Performance on the Medical College Admissions Test, Office of Institutional Research, Indiana University, Bloomington, IN 47401, June 1974, 28 p.

The Office of Institutional Research initiated this study at the request of the Health Professions Counseling Office (HPCO) to investigate the possibility of significant changes in performance on the Medical College Admission Test (MCAT) by Indiana University, Bloomington (IU-B) students in recent years. An inter-institutional comparison at one ponnt in time led HPCO to postulate that a significant drop in performance on the MCAT had been experienced. Preliminary analyses combined with the findings of HPCO, led to the two purposes of this study. The first was to examine changes in the IU-B examinee's performance on the MCAT,and the second was to identify factors associated with performance on the MCAT.

53. Robinson, Thomas E. Postdoctoral Education at the University of California,San Diego, Office of the Assistant Chancellor-Planning, P.O. Box 109, University of California, San Diego, La Jolla, CA 92037, Spring 1973, 46 p., $.50.

A comprehensive study to determine the basic facts about postdoctoral education at UCSD. This study should be of interest to any institution seeking to quantify postdoctoral education so as to formally recognize and include it in academic and fiscal planning. Includes a cost analyses section.

See also: 2, 21, 104, 131, 154, 187.

STUDENT SERVICES

54. Blai, Boris Jr. As Others See Us (Student Life at Harcum), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, September 1974, 8 p., $1.00.

Responses by 329 Harcum students to a very detailed, 24-item multisectioned, comprehensive questionnaire relating to student life and student personnel services at the College. A useful reference document for development of similar survey instruments.

55. Blai, Boris Jr. Career Planning for American Women, Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, 1973, 4 p., $1.00.

Discusses some of the problems women face in seeking employment, and also lists questions and answers pertaining to self appraisal and job opportunities.

56. Blai, Boris Jr. Counseling Interviews on Campus (IRR 74-6), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, February 1974, 3 p., $1.00.

As part of a comprehensive student personnel services program, counseling interviews on the Harcum campus are an integral part of an on-going guidance service. As the facts reveal, Harcum is a student-oriented college.

57. Blai, Boris Jr. Merchandise Your Job Talents, Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, 1973, 6 p., $1.00.

A reference guide for the student/graduate/dropout who wants and needs to make more effective use of job searching efforts. Contains helpful hints and advice on selected areas of the job searching process, and includes advice on such topics as where to find information about different jobs, and their requirements; what to include and how to write a resume and letter of application; tips for a job interview, and how to appraise oneself and one's job opportunities.

58. Office of Institutional Research. Evaluation of Federal City College's (FCC) Counseling Center, Federal City College, Office of Institutional Research, Washington, D.C. 20005, January 1973, 9 p., no cost.

A survey was conducted to 248 randomly selected undergraduates to determine how frequently students at FCC used the Counseling Center and the type of students who tend to use it most often. The survey revealed that approximately one-fourth of the students had used the Counseling Center primarily because of academic problems, and the older students had a slightly higher utilization rate than the younger ones.

59. Otto, David. Perception and Utilization of Student Services, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, June 1974, 32 p., $1.50.

1,002 students enrolled in the University of Alberta for the 1973-1974 academic year completed a questionnaire designed to assess their awareness of the Student Service offices. Three of every four students had some idea of where to find many of the student offices but only one in every sixteen could recall the telephone number of a student-run dial-a-friend office. Although many students could not recall specific locations and telephone numbers, they did know that the services existed and were able to direct a hypothetical friend facing a series of problems to the proper offices. While communication between service and student is a problem, it would appear that those students at the U.of A. who need guidance, counselling, and assistance know about the University's agencies and how to use them.

60. Williamson, Wm. John. The Mature Student Housing Study 1973/1974, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, February 1974, 75 p., $2.50.

This study was designed to assess the urgent housing needs of the mature students at the U. of A. At the time of the study freshmen and younger students, and married students (often with children) were provided with good University housing, but the lack of housing provision for the mature single student was an obvious gap. As the University's three old original residences were vacant and could be recycled for mature students use, the project had an added sense of direction. Recommendations were made.

See also: 4, 7, 13, 14, 16, 22, 44, 48, 71, 95, 114, 118, 126, 128, 130, 135, 136, 144, 145, 192, 197, 198.

GOVERNMENT AND MANAGEMENT ACTIVITIES

61. Cammerer, Rudolph R. Guidelines for the Conservation of Energy at the University of Cincinnati, Office of Management Services and Analytical Studies (127), University of Cincinnati, Cincinnati, OH 45221, June 1974, 3 p., no cost.

The objective of this document is to satisfy the need for an energy conservation program for the University of Cincinnati. It outlines approximately 40 short and long range actions which can be undertaken by the University to conserve energy. Guidelines are provided in the areas of temperature control, lighting practices, and equipment utilization.

62. Counelis, James Steve. The Relevance of Institutional Research to Greek Higher Education, ERIC No. ED 081 328, August 23, 1974, 23 p., no cost.

For a country unfamiliar with Institutional Research in Higher Education, the paper defines IR and provides information as to the experience of the University of San Francisco with IR, where management information systems are crude. Raises questions as to possible utility of IR for institution and the ministry level planning. A 70 item bibliography is included.

63. Kells, H. R. Staff Development at Rutgers: An Analysis of Needs and a General Set of Proposals, Office of Vice President for Personnel Services, Old Queens Rutgers University, New Brunswick, NJ 08903, December 1974, 24 p., $1.00.

A study of the needs of the employees of a major public university for staff development activities which for this study was defined as having three facets: (1) orientation activities; (2) "in-place" training of both a basic and specific function type; and (3) "career development" or preparation for lateral or vertical movement in the organization.

See also: 15, 46, 74.

ACADEMIC GOVERNANCE

64. Choi, Jae W. College Academic Department Heads' Administrative Responsibilities and Their Time Allocation (IR-17-74), Office of Institutional Research and Evaluation, Frostburg State College, Frostburg, MD 21532, December 1974, 28 p., no cost.

The purpose of this study was to investigate such questions as: (1) how many hours per week have department heads devoted to administrative responsibilities, instruction, and other activities? (2) what are the specific administrative functions and duties that department heads, in general, perform during the academic year; and, to what extent, do department heads consider given administrative functions and duties as their official (regular) duties; and (3) how have department heads allocated their time for different administrative functions and duties over the academic year period; and how do they think they should allocate their time for different administrative functions?

See also: 76, 77, 87, 91, 162, 163, 191, 192.

PLANNING

65. Counelis, James Steve. Estimates in Futures: Projections, Planning and the University Budget, ERIC No. ED 084 985, November 17, 1972, 105 p., no cost.

Regression Study Planning Document. SCH and Student Headcount Regressions for all departments and schools, planning FY 1973-1974 budget on historical data 1968-1969 to 1972-1973. Regression line charts drawn for all departments and schools.

66. Counelis, James Steve. University Budget Planning, Regression Estimates of Credit and the Concept of FTE Faculty, ERIC No. 090 839, May 1, 1974, 49 p., no cost.

Regression study planning document for FY 1975-1976 budget. Provides for a variable FTE faculty measure in terms of instructional effort as a planning device for the several departments and schools.

67. Finch, Harold L., William Hoffman, and Elaine L. Tatham. Self-Study Report 1974, Office of Vice President, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, April 1974, 121 p., no cost on limited basis.

As part of the preparation for the final steps toward obtaining North Central accreditation, task forces were impaneled and charged with the responsibility of examining all aspects of the College program in conjunction with existing accreditation studies, reports and follow-up activities. Critical analyses were written and submitted to the steering committee. Summaries of these analyses and descriptive reports of the overall College operation were integrated to form the Self-Study Report.

68. Hoenack, Stephen A., Patrick D. Meagher, William C. Weiler, and Ronald A. Zillgitt. University Planning, Decentralization and Resource Allocation, Reference: Socio-Economic Planning Sciences, Vol. 8, October 1974, 16 p.

This paper proposes a system of resource allocation in universities which addresses both the problem of useful simulation of alternatives and efficient substitution of resources. It is the authors' view that the reasons why various university planning models proposed in the last few years have not been found useful in practice is that they take inadequate account of the decentralized nature of decision-making within universities. The three main points of the paper are: (1) university planning models should have flexible aggregation categories which can be determined and readjusted by the decision-maker as he uses it; (2) resource constraints in university planning models should be flexible and negotiable; and (3) planning in universities must take into account the problem of introducing incentives which cause the behavior of individuals within the university to be directed to the needs of the institution's clienteles.

69. Office of Institutional Research. Enrollment Forecasting in an Open-Admissions Environment, Federal City College, Office of Institutional Research, Washington, D.C. 20005, April 1974, 53 p., no cost.

Since students drop out or withdraw and reenroll at will in an open-admissions environment, this study presents a general scheme applicable for forecasting the number of students who return to school after being absent one or more quarters or semesters. This prediction model is important for such tasks as scheduling courses, estimating graduate output, and determining the target for student recruitment.

70. Office of Institutional Research. Federal City College's Intercollegiate Athletic Program and Its Prospects for Change, Federal City College, Office of Institutional Research, Washington, D.C. 20005, August 1974, 140 p., no cost.

To obtain an objective and comprehensive view of intercollegiate athletics at FCC, data were collected on the program's history and its current status. This research task was centered around three areas: (1) a review of intercollegiate athletics at FCC and the state of intercollegiate athletics throughout the nation, (2) a comparison of trends found at FCC with national trends, and (3) a synthesis of each of the above areas to project the prospects for FCC's program and to formulate plans for the future.

71. Office of Institutional Research. A Preliminary Assessment of Occupational Opportunities in the District of Columbia for Bachelor Degree Graduates from Local Public and Private Institutions, Federal City College, Office of Institutional Research, Washington, D.C. 20005, February 1974, 20 p., no cost.

This study was undertaken to assist FCC in planning and developing programs that will assist the District of Columbia to meet its manpower needs in the 80's. Current employment opportunities in the District of Columbia as well as forecasts presented are compared with current degree productivity at local public and private institutions. The comparisons revealed that there are a shortage of bachelor's degree graduates in the fields of engineering, health sciences, and business; yet, local institutions are producing a surplus of graduates in the fields of the social sciences, psychology, and education.

72. Satcher, Robert L. Current Status of Planning at Hampton Institute, Consortia for Institutional Research, Hampton Institute, Hampton, VA 23668, November 1974, 1 p., no cost.

This article succinctly elucidates how the need for a long range planning program originated and gradually evolved into a massive endeavor involving all constituents of the Institution. Emphasis was concentrated initially on orienting the entire College to a prerequisite attitude of interdependence and recognition of problems, priorities, limitations and possibilities. Realistic projections of enrollment, faculty and staff requirements in harmony with budgetary guidelines have been so programmed for a 5-year period.

73. Smith, O. Dale, and Harold L. Finch. Analysis of Factors Which Will Affect the Continued Development of Johnson County Community College for the Period 1974-1993, Institute for Community/College Development, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, April 1974, 43 p., no cost on limited basis.

During its first six years, JCCC has grown to an enrollment of more than 4,000 credit and 5,000 non-credit students. The report brings into focus some of the diverse factors which will affect JCCC during the next 20 years. Demographic features of the county, together with factors such as enrollment and revenue have been projected into the future.

74. Tatham, Elaine L., and Harold L. Finch. A Computer Model for Demographic Projections in Educational Planning, Institute for Community/College Development, Johnson County Community College, Overland Park, KS 66210, November 1974, 46 p., no cost on limited basis.

The postsecondary enrollment dilemma and a positive approach to dealing with the problem is illustrated by examining the situation at Johnson County Community College. The capability for long-range population projections was begun in 1971. It is possible for the JCCC planner to make detailed enrollment studies of feeder neighborhoods within the college's service area. Another of the model's useful features is its ability to provide for parametric analysis.

See also: 1, 2, 5, 6, 15, 16, 21, 23, 35, 40, 44, 46, 47, 51, 58, 61, 62, 69, 75, 84, 104, 106, 110, 135, 136, 155, 164, 168, 188, 191, 198.

BUDGETING

75. Counelis, James Steve, and Claude J. Rizzo. University of San Francisco Institutional Level Financial Indicators, FY 1968-1969 to FY 1972-1973, ERIC No. ED 084 946, December 17, 1973, 15 p., no cost.

Casting university audits into WICHE/NCHEMS categories, some 41 systematic financial indicators were created across data for FY 1968-1969 to FY 1972-1973. Basic intended use was for budget planning.

76. Office of Institutional Research, McMaster University. OIR-21-1: Methodology for Expenditure Analysis, Office of Institutional Research, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4L8, March 19, 1973, 27 p., $1.50.

This paper presents an outline of the methodology employed in an analysis of expenditures on academic programmes at McMaster University. The purpose of the study is to provide expenditure data for instruction programs, research programs, and professional activities/public service programs. The methodology presented in this paper has been prepared to define the areas under consideration; explain the assumptions and limitations inherent in such a study; and describe the procedures to be used in data collection and analysis.

77. Office of Institutional Research, McMaster University. OIR-29: McMaster University Expenditure Analysis 1972-73, Office of Institutional Research, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4L8, February 20, 1974, 16 p., $1.50.

This report is a companion to OIR-21-1. It presents the results obtained from application of the defined methodology to the 1972/73 operating budget of the University. This study has provided the University with relevant expenditure data which it may use in discussions with government agencies regarding financing of University operations. It has also brought into focus programme cost relationships which may be useful in future academic planning discussions.

78. Office of Institutional Research, University of Calgary. Methodology for Academic Program Analysis (Report 95), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada T2N 1N4, May 1973, 37 p., no cost.

A methodology developed to translate the University of Calgary 1973/74 operating budget into a program format. It defines the main function of the university in terms of primary program (instruction, research and public service) and the activities supportive to them and assigns the line item budget to these functions and their outputs.

79. Sheehan, Bernard S., and Mervin G. Michaels. Experience with Planning Models in the University Budgeting Process (Report 90), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada T2N 1N4, February 1973, 51 p., no cost.

This report describes a mathematical resource requirement estimation model and illustrates its use in simulating consequences of alternative decisions in university planning and budgeting processes.

80. Sheehan, Bernard S., and Mervin G. Michaels. The University of Calgary Cost Study 1972-73 (Report 103), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada T2N 1N4, July 1974, 58 p., no cost.

The study determines the unit cost of student academic programs at The University of Calgary by determining the activities of the university, the cost of these activities and the contribution of each activity to student academic programs. The document details methodology and the results.

81. Tatham, Elaine L., and Edwin Williams. Institutional Competitiveness Study, 1974-75, Institute for Community/College Development, Johnson County Community College, College Blvd. at Quivira Road, Overland Park, KS 66210, January 1975, 19 p., no cost on limited basis.

The fifth yearly study of the JCCC salary structure for instructional staff utilizes a procedure for comparing unscheduled instructional salaries with equivalent earnings on a local and regional basis. Summaries are included of supplementary information pertaining to leaves, work loads, summer school load and payment, part-time instructors, cost of living adjustments and fringe benefits.

82. Wener, D. The University of Alberta Cost Study 1973-74, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, March 1975, 66 p., $2.50.

Allocation of all operating costs to programs of study, resulting in per student costs; shows comparable data for preceding two years.

See also: 2, 40, 44, 46, 62, 65, 66, 69, 70, 73, 135, 139, 155, 164, 191, 196, 197, 199.

INNOVATIVE ACTIVITIES

83. Keith, Nathan R. Student Evaluation of Instruction, 1973-74. Research and Innovation, Governors State University, Park Forest South, IL 60466, October 14, 1974, 4 p., $1.00

This report provides data on the cumulative results of the Student Evaluation of Instruction for four sessions of the 1973-74 year. The report compares the aggregated means on each question for the University and the four colleges. The data show that for every question the differences between the colleges were insignificant in any practical sense.

84. Kramer, Rena, Barry Kaufman, and Lawrence Podell. Application, Allocation, and Enrollment of Freshmen by Residential Area, 1969-1972, CUNY Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, March 1974, 25 p., no cost.

This study reports on changes in first-time freshmen applicants to CUNY between 1969, before the implementation of the open admissions policy, and in 1970 and 1972, after it. It also reports enrollment and allocation rates for 1972. Data were analyzed by high school average and race-ethnicity and median family income of students' neighborhood.

85. Larsen, Suzanne W. A Report on an Experimental Program in Conditional Admissions, The Office of Institutional Research, 111 Student Services Bldg., University of Tennessee, Knoxville, TN 37916, June 19, 1974, 9 p., no cost.

Conditional admissions at The University of Tennessee, Knoxville is permissible any quarter except the fall quarter. A conditional admission is, by definition, a Tennessee resident that cannot meet the grade point average or ACT score requirement for regular admission. To be eligible to continue beyond the first quarter a conditional admission must complete at least 12 hours with at least a 1.00 GPA. An experimental program relaxed the 12 hour requirement. The resulting courseload for this group was usually 12 hours, but because of the relaxation of completed hours, more students were able to continue.

86. Lavin, David E. Student Retention and Graduation at the City University of New York: September 1970 Enrollees Through Seven Semesters, Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, August 1974, 27 p.

Since the advent of open admissions at CUNY in 1970, student retention has been a topic of major interest. A recent report (Lavin and Silberstein, 1974) described retention phenomena for the first entering freshman class over the period of four semesters. This report covers a seven-semester period for 1970 enrollents, thus represents an updating of the previous report. The data incorporates certain improvements in the University's developing student information system. The report presents data on retention, graduation, and the phenomena of return from temporary leave. The findings are also placed in the context of national retention and graduation data.

87. Lavin, David E. Summary of the Report: Open Admissions at the City University of New York. A Description of Academic Outcomes After 2 Years, Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, June 1974, 15 p.

This report is another in a continuing series of reports on open admissions compiled by the CUNY Office of Program and Policy Research. It studies academic trends, in terms of credits earned, gradepoint average, and the ratio of credits earned to credits attempted.

88. Malkoff, Karen. Currents in University Education, number 1, Educational Assessment Center, University of Washington, 540 Schmitz Hall PA-30, Seattle, WA 98195, June 1974, 6 p., no cost.

A summary of the recent literature regrading non-traditional grading systems in higher education and the acceptability of those systems.

89. Malkoff, Karen. Traditional and Non-traditional Grading Practices: A Review of the Literature since 1970, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, June 1974, 15 p., no cost.

A study on the nature and extent of present and anticipated change in grading systems within higher education, most common reasons for electing non-traditional grading options given and some of the consequences of the uses of non-traditional options as well as the reactions to various types of non-traditional grading.

90. Piesco, Judith, Irene Shrier, and Lawrence Podell. Review of the Evaluative Literature on Open Admissions at CUNY, Office of Program and Policy Research, City University of New York, 535 East 80th Street, New York, NY 10021, October 1974, 65 p.

This review summarizes the literature concerning "evaluations" of the Open Admissions Program at CUNY from September 1970, when it was initially implemented to August 1974.

91. Rossman, Jack E. Attitudes Toward Macalester's Program to Expand Educational Opportunities, Office of Research and Planning, Macalester College, St. Paul, MN 55105, January 1975, 23 p., $1.50.

In November, 1974, questionnaire data related to Macalester's Program to Expand Educational Opportunities (E.E.O.) were obtained from trustees, alumni, faculty members, administrators, clerical staff and students. Data are presented which assess: (1) the perceived success the College achieved in relationship to 12 objectives outlined in the original 1968 Faculty Advisory Council proposal for E.E.O.; (2) the current perceived importance of each of the original 12 objectives; (3) the relative importance of institutional goals with relevance for E.E.O.

92. Shrier, Irene, and David E. Lavin. Open Admissions: A Bibliography for Research and Application, Office of Program and Policy Research, City University of New York, 535 East 80th St., New York, NY 10021, March 1974, 73 p.

The Open Admissions Program at the CUNY represents a major re-emphasis and expansion of the University's teaching function. This bibliography is one of the many kinds of research tools that the Open Admissions Program makes available to the social science and higher education communities.

See also: 4, 5, 13, 15, 17, 19, 37, 70, 74, 85, 114, 129, 149, 165, 187.

THE STUDENTS

93. Aberman, Hugh M. Centennial Class Survey - A Sophomore Year Retest, Office of Institutional Planning and Research, Shippensburg State College, Shippensburg, PA 17257, 1973, 40 p., no cost.

This survey is a continuing study of the effects of college experience upon the centennial year freshman class of 1970 at Shippensburg State College. Part One - examines two year changes and interactions in student political philosophy, drug use, and socio-economic background. Part Two - The Runner Story - examines two year personality changes.

94. Aberman, Hugh M. College Motivation and Clarity of Occupational Choice, Office of Institutional Planning and Research, Shippensburg State College, Shippensburg, PA 17257, 1972, 17 p., no cost.

This study examines school, and career motivation of incoming freshmen at Shippensburg State College. Marked differences in certainty, and clarity of future job perceptions were found between curriculum majors. Interactions between socio-economic background, drug use, and job clarity are also provided.

95. Behrendt, Richard L. Attrition/Retention Patterns at HJC, Director of Institutional Research, Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, MD 21740, March 18, 1974, 95 p., no cost.

A study of the attrition/retention patterns through Fall 1973 of four groups of students: (1) all degree credit students enrolled in Fall 1971 plus the students who enrolled for the first time in (2) Spring 1972, (3) Fall 1972, or (4) Spring 1973. It is a longitudinal study detailing withdrawals, academic dismissals, graduations, readmits, and non-returnees plus their reasons for not returning. It includes semester and overall attrition/retention rates.

96. Blai, Boris Jr. Harcum Freshmen - Then and Now (IRR 74-24), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, October 1974, 5 p., $1.00.

During the decade 1961-70 selected demographic data regarding freshmen at Harcum have been maintained - objective, to determine long-range trends. Five years later (1974) comparisons are made to note what changes, if any, have occurred. A multi-dimensional, student-analysis report.

97. Blai, Boris Jr. Students at a Private College (New Directions),Director, Institutional Research, Harcum Junior College, Bryn Mawr, PA 19010, August 1973, 6 p., $1.00.

Although different on some measures, students in private, two-year colleges often resemble their public-college counterparts, according to data from a series of comparative studies.

98. Blai, Boris Jr. Student "Thinking" and Good Teaching: IRR 74-3, February 1974, 4 p., $1.00.

Among three student populations (N=690) a high degree of congruence was evidenced in their choice of instructor characteristics which stimulated them to think, selecting among their top-3 (greatest ranked importance): Expert knowledge of subject; Enthusiastic attitude toward subject; Ability to stimulate student interest; and Ability to explain clearly.

99. Blai, Boris Jr. Sustained, Seven-Year Student-Body Stability (Psychology - 1973), February 1973, 5 p., $1.00.

A brief description of the procedures and policies contributing to the very low, and sustained, student-body attrition.

100. Blai, Boris Jr. Viewpoints - To Each His Own! (A Parallel-Perceptions Inquiry) IRR 74-2, January 1974, 5 p., $1.00.

Among a sample of 411 two-year college female students and 23 faculty members, in only 2 items among 14 do two-thirds of each group express similar preferences regarding characteristics of "better" junior college teachers. Sharp differences are noted among the remaining 12 items.

101. Council, Kathryn A. Graduation and Attrition of Black Students at North Carolina State University, Student Affairs Planning and Research,North Carolina State University, Raleigh, NC 27607, August 1974, 7 p., no cost.

Presents graduation and attrition patterns of black students entering N.C. State University in fall of 1969 (five-year analysis) and fall of 1970 (four-year analysis). Studies relationship of predictor variable used in admissions process to eventual graduation of black students.

102. Council, Kathryn A. Survey of Spring 1974 Degree Recipients at NCSU, Student Affairs Planning and Research, North Carolina State University, Raleigh, NC 27607, January 1975, 13 p., no cost.

Analysis by department of proportion of bachelor's degree recipients who had and had not accepted employment just prior to graduation in the spring of 1974. Also includes location of and degree of satisfaction with job for those who had accepted employment. Same information included for total undergraduate degrees by sex and race and for graduate degrees by school of study.

103. de Wolf, Virginia A. Student Ratings of Instruction in Postsecondary Institutions: A Comprehensive Annotated Bibliography of Research Reported Since 1968. Volume I, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, June 1974, 76 p., $3.00.

This bibliography is the first in a series of reports summarizing research in the evaluation of instruction by students in postsecondary institutions. Articles published since January 1968 and collected before May 1974 furnish the contents. 220 abstracts are included. An efficient method for categorizing the contents of all such articles is introduced and its usage in this report in thoroughly explained.

104. Dillon, William J., and James Steve Counelis. Future Plans of Graduating Seniors, 1972 and A Comment on New Graduate Programs, Office of Institutional Studies/Management Information, University of San Francisco, San Francisco, CA 94117, September 12, 1972, 11 p., $2.50.

Brief statistical description of graduating 1972 seniors. Some 48% indicated they were continuing academic work; some 52% were going to work. For curricular planning, it was suggested that the graduating seniors would be an excellent source of information for curriculum development at graduate level.

105. Dillon, William J. Future Plans of Graduating Seniors, 1973, Office of Institutional Research/Management Information, University of San Francisco, San Francisco, CA 94117, July 19, 1973, 10 p., $2.25.

Brief statistical summary of 1973 graduating seniors. Some 55% were going to work; some 45% were going on to graduate/professional school. Response rate was about 40%.

106. Froehlich, G.J. Enrollment in Institutions of Higher Learning in Illinois: 1974, University Bureau of Institutional Research, University of Illinois, 409 E. Chalmers St., Room 252, Champaign, IL 61820, November 1974, 177 p., no cost.

This survey provides fall term enrollment data for the 134 different institutions of higher learning in Illinois. Twenty-eight year enrollment trends are also shown. Besides presenting the data for each individual institution, the data are summarized for the State of Illinois as a whole, for all public institutions combined, for public senior institutions, for public junior colleges, for private universities, for private colleges and for proprietary schools. Summary data for each standard metropolitan statistical area, and for other geographic regions of Illinois are also given.

107. Gilbert, Charles C., and Lowell A. Lueck. A Follow-up Study of the Classes of 1960, 1965, 1968, and 1972 at Western Illinois University, Institutional Research and Planning, Western Illinois University, Macomb, IL 61455, July 1974, 22 p., no cost.

A follow-up study of selected graduates of Western Illinois University was conducted to order to gather data on the outcomes of the educational process for use in planning and decision-making. Significant differences were found in regard to alumni satisfaction with several aspects of their undergraduate experience.

108. Hodgson, Thomas F., and Carl Dickinson. Upper-Division Academic Performance of Native and Transfer Students at the University of Washington, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, November 1974, 11 p., no cost.

This study is principally concerned with examining the upper-division academic achievement of "transfer" students (those who entered the UW from both the 2-year community colleges and the 4-year colleges) and of "native" students (those who entered the UW directly, from high school). Only students who, in Autumn 1968, had earned between 80 and 100 quarter credit hours (approximately junior level) were included in the above study groups.

109. Keith, Nathan R. Evaluation of the Governors State University Advisor/Advising System, Research and Innovation, Governors State University, Park Forest South, IL 60466, November 11, 1974, 11 p., $1.00.

This study was conducted as a part of the on-going implementation of the Governors State University Macro Model. It is concerned with one "operational" aspect, the advising system. More specifically, this study was undertaken in order to systematically determine student reactions to their advisors and the advising system at GSU.

110. Kramer, Rena, Barry Kaufman, and Lawrence Podell. Characteristics of Enrollees and Non-enrollees Among Freshmen, 1972, CUNY Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, April 1974, 19 p., no cost.

This study identifies characteristics of applicants to CUNY who were accepted as freshmen matriculants for Fall, 1972, and compares those who enrolled with those who did not enroll. Data were analyzed separately for senior and community colleges. Among the variables reported were: sex, high school average, type of high school, race-ethnicity and median family income of students' neighborhood.

111. Kramer, Rena, Barry Kaufman, and Lawrence Podell. Distribution of Grades: 1972, CUNY Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, September 1974, 37 p., no cost.

This study compares the distribution of grades, by department, at the Colleges of CUNY for undergraduate, day session, courses in the Spring, 1972. It also compares, at colleges where data were available, grade distributions before and since the implementation of The Open Admissions Policy. While it did not appear that open admissions had an inflationary impact on grades, the data were insufficient to draw firm conclusions.

112. Larsen, Suzanne W. A Comparison of Black Entering Full-Time Freshmen at The University of Tennessee, Knoxville with Other Groups, Fall 1973, Office of Institutional Research, 111 Student Services Bldg., U.T., Knoxville, TN 37916, April 19, 1974, 22 p., no cost.

The University of Tennessee, Knoxville has been a participating institution in the American Council on Education freshman survey for several years. Special subgroups of Black and Non-black were analyzed. This report compares the responses of 1973 freshmen for three groups: UTK Black, UTK Non-black, and freshmen at Predominantly Black Colleges.

113. Larsen, Suzanne W. A Comparison of Entering Full-time Freshmen at the University of Tennessee, Knoxville with Entering Full-time Freshmen in Other Universities, Fall 1973, Office of Institutional Research, 111 Student Services Bldg., Knoxville, TN 37916, March 29, 1974, 25 p., no cost.

The University of Tennessee, Knoxville has been a participating institution in the American Council on Education freshmen survey for several years. This report compares the responses of the 1973 freshmen at UTK with two other groups: the 1972 UTK freshmen and the norm group for public universities with low selectivity (mean ACT score of 22 or less).

114. Lavin, David E. Open Admissions at The City University of New York: A Description of Academic Outcomes After Two Years, CUNY Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, June 1974, 417 p., $5.00.

This study describes the academic performance of CUNY undergraduates admitted since the inception of the open admissions program in 1970. The goals of the open admissions program and the criteria for evaluating them are considered. Data are presented on academic criteria such as grade point average, credit generation, and credit ratio. Various analyses for retention are described. A preliminary assessment of compensatory programs is also presented.

115. Lavin, David E. Student Retention and Graduation at The City University of New York: September 1970 Enrollees Through Seven Semesters, CUNY Office of Program and Policy Research, 535 East 80th Street, New York, NY 10021, August 1974, 27 p., no cost.

This study describes the retention of the first freshman class which matriculated at CUNY under the open admissions policy. Aggregate retention data were presented for CUNY senior and community campuses. All analyses were carried out while controlling for high school average. The CUNY seven semester data were compared with the national eight semester data. Overall, the data suggest that CUNY retention rates will be somewhat higher than national rates. However, this conclusion must remain tentative pending the completion of further research.

116. Leischuck, Gerald S. Student Retention at Auburn University, Office of Institutional Analysis, 302 Samford Hall, Auburn University, Auburn, AL 36830, June 1974, 6 p., no cost.

A longitudinal study of entering freshman classes of 1963, 1966, 1969, and 1972 summarizing annual graduation and withdrawal rates from this institution. Trend data for males and females were analyzed with particular emphasis on first-year withdrawals, traditional four-year graduation rates, and retention rates among seven academic schools on campus. It was determined that a high percentage of the freshmen who enter Auburn are eventually awarded the baccalaureate degree by this institution, but variable rates are observed among the four groups.

117. Leischuck, Gerald S., and J. Don Flowers. The Junior College Transfer Student at Auburn University, A Fourth Report, Office of Institutional Analysis, 302 Samford Hall, Auburn University, Auburn, AL 36830, March 1974, 16 p., no cost.

The purpose of this study was to examine the extent of transfer and academic performance of the increased number of junior college transfers at this institution. The analysis focuses on rates of transfer, the school of study chosen upon entering Auburn, graduation and withdrawal rates, pre-transfer versus post-transfer academic performance, and other related factors. Data were based on 3,782 students transferring from eighteen state-supported junior colleges in Alabama since 1966.

118. Lichtenstein, Pauline, and Anne Politi. Characteristics of 1971-1973 Hofstra Freshmen, The Center for the Study of Higher Education, Weller Annex, Hofstra University, Hempstead, NY 11550, March 1974, 14 p., no cost.

The Student Information Form (SIF) of the Cooperative Institutional Research Program of ACE was administered to incoming freshmen at Hofstra University in the fall of 1971, 1972, and 1973. The responses to the questionnaire as well as selected national norms were published. Both commentary on trends and comparisons were included.

119. Lightfield, E. Timothy. MCCC: Student Persistence, Fall 1969 Through Spring 1974, Office of Institutional Research, Mercer County Community College, Trenton, NJ 08690, April 1974, 40 p., $1.00.

The report provides computer output and aggregate analyses of trends based upon a computerized student enrollment tracking system. Enrollment is monitored by semester of entering class for a six-semester period beginning with the Fall 1969 tern. Categories of enrollment/attrition include full and part time, return, re-admit, graduate, transfer, dismissal, and change of major. Report is a regular product revised and updated each semester. (Persistence through the more recent semester is similarly available.)

120. Lightfield, E. Timothy. One Year and Four Years Later . . . A Longitudinal Study of Graduates from 1970 & 1973, November 1974, 60 p., $1.00.

The Graduated Students Survey was developed and administered to the populations of graduates of 1970 and 1973 (return rate of 61%). Specific indicators of success/failure in institutional goal attainment were developed, in order to obtain data from the survey for application to the goals. Findings concern student occupational and educational development and educational satisfaction.

121. Lightfield, E. Timothy. They Come Part Time! July 1974, 30 p., $1.00.

The report is based upon a survey of the population of part time and extension student populations at the College for Fall 1973 (return rate of 42%). Output and retrieval of computerized student file data provide information about characteristics, perceptions, and activities of this segment of the student population.

122. Lueck, Lowell A. Student Characteristics, Institutional Research and Planning, Western Illinois University, Macomb, IL 61455, 1974, 43 p., no cost.

A comprehensive listing of student enrollment characteristics presented in tabular form using a five-year time span in order to point out trends and provide meaningful comparisons in regard to student enrollments, origins, majors, degrees conferred, etc.

123. Lunneborg, Clifford E. Summarization of Empirical Findings on New Freshman Admissions Standards, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, January 1974, 17 p., no cost.

Available empirical data relating to the effects of changes in freshmen admissions at the University are summarized. Included are data concerning the construction of an admissions index based on core high school GPA and verbal and quantitative test scores.

124. Lunneborg, C.E., P.W. Lunneborg, and V. de Wolf. Why do UW Students Withdraw from Classes?, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, February 1974, 14 p., no cost.

Students withdrawing from classes at the UW spring 1973 were surveyed to determine the dynamics of the withdrawal process. They were motivated typically by too heavy a course load, which however, was not acted upon until the last two weeks of the quarter. Juniors withdrew more often than other student groups. Although typically students remained in class long after they were aware of a problem, less than half took any steps to solve it before dropping.

125. McDermott, Marie, and Pauline Lichtenstein. A Longitudinal Study of the Status of Hofstra Freshman Classes Five Years After Entry, The Center for the Study of Higher Education, Weller Annex, Hofstra University, Hempstead, NY 11550, November 1974, 13 p., no cost.

This report presents retention rates of the 1964 through 1969 Hofstra freshman classes five years after entry. Results indicated that Hofstra's persistence rate for the 1966 freshmen was comparable to the national rate as presented by Astin (1972). There has been a downward trend in Hofstra's persistence rates, however, particularly for those students performing satisfactorily. These results may be partially due to the recent increase in inter-institutional mobility. The data for the 1964-1967 classes were also analyzed by sex and date of departure.

126. McDermott, Marie, and Pauline Lichtenstein. The Probability of Success of Students Who Transfer to Hofstra, The Center for the Study of Higher Education, Weller Annex, Hofstra University, Hempstead, NY 11550, October 1974, 9 p., no cost.

This study presents probabilities of persistence as a function of their advanced standing and previous school GPA's for transfers who entered Hofstra in 1966 and 1967. In addition, similar admissions data are presented on the 1973 transfers in an attempt to suggest the expected success rate of the most recent transfer class. The purpose of the report was to provide a basis for criteria for admission to Hofstra for transfers.

127. Mehra, N. Student Characteristics and Institutional Goals at the University of Alberta, Office of Institutional Research and Planning, 1-16, University of Alberta, Edmonton, Alberta.

This study is an attempt to examine the relationships between student characteristics and institutional goals a the U. of A. Specifically, these aspects of the problem are investigated: (1) Characteristics and attitude of undergraduate student population and their hopes, aspirations and objectives in attending the U. of A.(2) Institutional goals as formally defined on records and as perceived operationally by its constituent parts, namely, Students, Faculty, Administration, Alumni, and Board of Governors. (3) Rank-ordered goals as perceived by the constituent parts both in operation and as they would desire them to be. (4) Congruity between student educational and vocational objectives and their perception of the aims of education as being followed at the U. of A.

128. Metlay, W., P. Lichtenstein, P. Ferrarra, P. List, and J. McArdle. The Accepted Applicant Survey - 1972 and 1973: Important Criteria in Choosing a College, and Perceptions of Hofstra by Students Who Did Not Attend, The Center for the Study of Higher Education, Weller Annex, Hofstra University, Hempstead, NY 11550, December 1974, 25 p., no cost.

A mailed questionnaire to all fall accepted applicants in both 1972 and 1973 elicited data on factors relevant to university life as perceived by Shows and No-shows. Such factors include information about academics, location, finances, social activities, and external advice. Analyses concentrate on No-shows and are presented for Freshman vs. Transfers, 1972 vs. 1973, admissions preferences, as well as an assessment of colleges actually attended.

129. Morey, Ann I., and Geoffrey Maruyama. Prediction of Academic Performance: Comparisons of Predictive Variables for Experimental Admissions and Regularly Admitted Students at the University of Southern California, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, June 1974, 30 p., $1.50.

The purposes of this study were to determine the predictors of college grade point average for open admissions students and to compare these with those for regularly admitted freshmen. It was found that open admissions students had a good probability of completing their first year with a passing GPA, although the average GPA was below that of regularly admitted freshmen. Other variables were found to influence performance.

130. Morey, Ann I., and Charles Thompson. The Employed Student: Issues and Needs, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, June 1974, 36 p., $2.00.

This study attempts to provide information on the financial needs of the undergraduates who apply for financial aid. Employment was found to be important both to students denied and awarded aid. It was concluded that the development of a viable system to assist students in obtaining employment is an increasingly pressing problem.

131. Nangle, John E. A Study of Graduate Student Attitudes Regarding Graduate Education at Western Michigan University, Office of Institutional Research, Western Michigan University, Kalamazoo, MI 49001, May 1974, 59 p., $.50.

From among 4,245 graduate students, a sample of 1,560 responded to a mailed survey in the Winter, 1973 semester regarding attitudes in these following areas: satisfaction with various facets of the academic program, adequacy of facilities and services, financial aid, participation in University affairs, screening and admission procedures, program changes, future plans, and overall evaluation of the institution. Data is reported by degree level, cumulative credits, enrollment status, and location of course work (on or off-campus).

132. Nelsen, Edward A., and Norman P. Uhl. A Factorial Study of the Attitude Scales on the College Student Questionnaire with Students at at Predominantly Black University, from Multivariate Behavioral Research, October 1974, pp. 395-406, October 1974, 12 p.

The study examined the dimensionality of attitudes on the College Student Questionnaire (CSQ). The sample consisted of 772 entering freshmen at a predominantly black liberal arts university. Among the eleven factors, which accounted for 37% of the variance, the following were interpreted: Family Independence vs. Cohesiveness; Autonomy vs. Influencability from Peers; Non-Affiliative vs. Affiliative Peer Orientation; Concern for Social Problems; Aesthetic Interest; and Interest in Politics and World Affairs. These factors were compared wihh the original CSQ Attitude Scales, and a number of similarities and difference were noted. The findings implied that special scales - corresponding with the factors found in the study - should be considered when studying attitudes of students attending predominantly black colleges and universities.

133. Nelsen, Edward A., and Norman P. Uhl. The Impact of College upon Social Characteristics and Attitudes of Students Enrolled in Three Predominantly Black Colleges, Office of Research and Evaluation, North Carolina Central University, Durham, NC 27707, April 1974, 19 p., no cost.

The study was designed to assess the impact of three predominantly black colleges upon Family Independence, Liberalism, Social Conscience, and Cultural Sophistication, as defined and measured according to the College Student Questionnaire (CSQ). The CSQs were administered to students as entering freshmen, end-of-year freshmen, and graduating seniors. Of 1,058 students who completed both administrations as freshmen, 334 also completed the scales as seniors. The results were interpreted as indicating that students who attended these predominantly black colleges developed greater self reliance and autonomy and broadened interests in political, social, and cultural affairs.

134. Newby, John, and George Kline. Attrition at Spring Arbor College: A Study Covering the Years 1967-1972, Office of Institutional Research and Planning, Spring Arbor College, Spring Arbor, MI 49283, November 1974 59 p., limited number available.

This study began with an examination of the evidence of attrition among first-time freshmen who enrolled in Spring Arbor College during the fall semesters of the years 1967-1972.

135. Office of Institutional Research, FCC. A Review of Dropout Studies Conducted by Federal City College, 1969-1973, Office of Institutional Research, Federal City College, Washington, D.C. 20005, September 1973, 19 p., no cost.

This study reviews programs Federal City College has developed and studies it has conducted on students who dropout before attaining degrees. These programs and studies include: a)the Dropout Prevention Center Program for area high school students, b) descriptive studies conducted by the Office of Institutional Research to quanitatively assess the various aspects of dropouts among Federal City College students and c) the services provided by the College's Counseling Center to students with problems that threaten to force them to withdraw or to dropout. Each of the above has its specific focus and thrust.

136. Office of Institutional Research, FCC. Students at Federal City College, Office of Institutional Research, Federal City College, Washington, D.C. 20005, August 1974, 23 p., no cost.

This profile presents data, in the form of questions and answers, on the various groups of students who have attended Federal City College since its inception in 1968 and 1974. It reveals the enrollment trends, the ratios of males to females, the biographical characteristics of the enrollees, etc. The profile also compares the socio-economic statuses of the students while attending FCC with their statuses after graduating or completing various outreach programs.

137. Pugh, Richard C., Richard M. Holmes, Jan C. Perney, and Jon S. Readnour. Changes in Undergraduate Grading Patterns at Indiana University, Bloomington Campus, 1969-1972, Office of Institutional Research, Bryan Hall 305, Indiana University, Bloomington, IN 47401, May 1974, 119 p., no cost.

Monograph consists of three complementary studies, all of which pertain to grading practices at Indiana University, with particular emphasis on the College of Arts and Sciences. Tables display grade information by department, course level, and by class size. One readily apparent change is an increase in the percent of A's and W's awarded during time under review. Moreover, these shifts are not accounted for by changes in average CEEB Scholastic Aptitude Test scores.

138. Pugh, Richard C., Jon S. Readnour, Gerald R. Thrasher, Jr. and H. Glenn Ludlow. Factors Associated with Performance on the Medical College Admission Test, Office of Institutional Research, Bryan Hall 305, Indiana University, Bloomington, IN 47401, June 1974, 26 p., no cost.

This study was undertaken to investigate changes in performance on the Medical College Admission Test by Indiana University students in recent years. No significant change in average MCAT scores was found during the period, 1969-1972. Three of the four MCAT scores displayed a moderately high correlation with CEEB-SAT scores. Repeating the MCAT may change a student's score significantly; on the four MCAT subtests, the greatest average gain was 52 points on the Science subtest.

139. Reti, Margaret, and Barbara Serediak. Fact Book 1973-74 (Report 102), Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada T2N 1N4, April 1974, 97 p., no cost.

Statistical parameters on Students, Courses, Grades, Staff, Finance and Space at the University of Calgary covering the period 1964-1974.

140. Stafford, Thomas H., Jr., and Kathryn A. Council. Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University, North Carolina State University, Student Affairs Planning and Research, Raleigh, NC 27607, February 1974, 8 p., no cost.

Study to determine if prediction equation used for admission to University is biased for black students. Based on data from black new freshmen entering in fall of 1970, 1971, and 1972. Analyzes each predictor variable separately and in combination, to evaluate its relationship with grade point average.

141. Stafford, Thomas H., Jr., and Kathryn A. Council. A Profile of Entering Freshmen, Fall, 1974, Student Affairs Planning and Research, NC State University, Raleigh, NC 27607, November 1974, 16 p., no cost.

This profile of freshmen entering N.C. State University in the fall of 1974 provided a variety of information on SAT scores, high school rank, opinions and attitudes on university-related issues, educational plans and goals, and need for special university services. Comparisons with freshmen in the previous class are made.

142. Stafford, Thomas H., Jr., and Nancy C. Dolin. Black Freshmen at North Carolina State University, Student Affairs Planning and Research, N.C. State University, Raleigh, NC 27607, November 1974, 11 p., no cost.

This study of black freshmen who entered N.C. State University in the fall of 1974 provides information concerning their educational goals, career plans, anticipation of needing special assistance, and attitudes towards various subjects. This information is compared throughout the report with that for non-black freshmen who also enrolled in 1974.

143. Stafford, Thomas H., Jr., and Nancy C. Dolin. Students and Drugs at North Carolina State University: Three Years Later, Student Affairs Planning and Research, N.C. State University, Raleigh, NC 27607, December 1974, 14 p., no cost.

This study concerning North Carolina State undergraduates was designed to determine changes in drug use and attitudes from a similar study conducted in 1971. Current frequency and rates of marijuana and alcohol usage were determined as were students attitudes towards various aspects of drug usage.

144. Stewart, Michael O., and Bruce D. Stahl. Fort Hays Kansas State College and Other Four Year Colleges. A Comparison of Entering Freshmen, Fall 1973, Office of Institutional Research, Fort Hays Kansas State College, Hays, KS 67601, August 1974, 16 p., no cost.

Each year the American Council on Education publishes national normative data on characteristics of first-time, full-time freshmen college students. This report compares the national 4-year college norms with the norms of Fort Hays Kansas State College and analyzes these norms statistically to identify areas which significantly differed. The responses of FHKSC freshmen differed significantly from the national norms on questions pertaining to: distance from home to college; highest degree planned; education of parents; and credit hours taken during the fall semester, in addition to other questions.

145. Stewart, Michael O., and Kathleen M. Hannafin. Fort Hays Kansas State College and Other Regent's Institutions: A Comparison of the Perceptions of Senior Students, Office of Institutional Research, Fort Hays Kansas State College, Hays, KS 67601, July 1974, 33 p., no cost.

A random sample of the 1973 senior class responded to a 90-item questionnaire concerning their educational experiences at the six Kansas Regent's institutions. The data were used to compare Fort Hays Kansas State College to the other Regent's institutions, and to develop inferences concerning the strengths, weaknesses, and characteristics of FHKSC as perceived by the respondents. Items evaluated were: background; plans; the institutions' services; the academic programs; the psychological climate; the campus characteristics; finances; adequacy of programs; and personal satisfaction.

146. Sullivan, J. P. Statistical Information, George Mason University, Office of Institutional Analysis, George Mason University, 4400 University Drive, Fairfax, VA 22030, February 1975, 50 p., $2.50.

Wide range of demographic and academic data on the student body, faculty and administration of George Mason University. Includes several graphs and charts.

147. Weiss, Janis W. Macalester Seniors: 1973 and 1974, Office of Research and Planning, Macalester College, St. Paul, MN 55105, December 1974, 14 p., $1.00.

In the spring of 1974, graduating seniors from Macalester College were sent a questionnaire surveying their reactions to their college experiences and their plans for the future. Seniors were overwhelmingly satisfied with their total experience at the College viewing academic and interpersonal experiences as the most valuable elements. Nearly one-half of the 1974 graduates expected to enter graduate or professional schools in the fall of 1974. Business and teaching were attracting the largest percentage of those intending to work full-time upon graduation. A comparison was made between the satisfactions and plans of the 1973 and 1974 graduating seniors.

See also: 2, 4, 7, 11, 13, 14, 16, 20, 21, 22, 32, 33, 35, 48, 52, 54, 55, 56, 57, 58, 60, 67, 70, 82, 84, 86, 87, 89, 90, 108, 139, 150, 151, 166, 167, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 187, 188, 189, 191, 196, 197, 199.

THE FACULTY

148. Blai, Boris Jr. Faculty Load Distribution - Spring 1974 (IRR-74), Director, Institutional Research, Harcum Junior College, Bryn Mawr, PA 19010, March 1974, 1 p., no cost.

A workload data analysis revealed that average student load per instructor among the six academic divisions was 102; average weekly contact hours was 17; average number of instructor preparations was 4; and average number of students per course (or course section) was 20.

149. Blai, Boris Jr. Two-Year Faculty Attitudes - Innovation Readiness (ERIC Document) IRR-72-38, March 1973, 10 p., $1.00.

A parallel-perceptions inquiry in which 84% of a private, independent two-year college faculty and 97% of a public community college faculty responded anonymously to a questionnaire designed to indicate of readiness for professional readiness.

150. Blai, Boris Jr. Values and Perceptions of a Private Junior College Faculty, Public Community College Faculties and Students (ERIC 1973), August 1973, 17 p., $1.00.

A parallel perceptions inquiry utilizing Milton Rokeach's Value Survey and the Staff Survey developed by Drs. Arthur Cohen and Florence Brawer, ERIC Junior College Clearinghouse.

151. Blai, Boris Jr. What Makes a Good Junior College Teacher? (IRR 73-32), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, November 1973, 5 p., $1.00.

Among 828 two-and-four year college/university students, at least three quarters consider a student-oriented teacher; one who leaves class attendance optional; allows students to participate in class discussions; student direction rather than rigid following of syllabus; and offers most of his time to students - - to be the "ideal" combination of characteristics of the "better" teacher.

152. Chamberlain, Philip C., and Alex B. Cartwright III. Evaluation of Faculty Effort: Selected Studies and an Annotated Bibliography, Office of Institutional Research, Bryan Hall 305, Indiana University, Bloomington, IN 47401, April 1974, 24 p., no cost.

Some 48 selected faculty effort studies, articles, and papers were reviewed, summarized, and presented in this annotated bibliography. Studies are classified as (1) primarily theoretical and philosophical, (2) working papers, formats, data base studies, and (3) formulas.

153. Cliff, Rosemary. Faculty Retirement: a Preliminary Study, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, March 1974, 15 p., $1.00.

Seven questions dealing with retirement needs and expectations were included in a comprehensive questionnaire distributed to a sample of USC faculty for the purpose of obtaining preliminary information to guide the development of a more detailed study. Results suggest that although most faculty now expect to retire at the age of 65, a significant proportion would prefer to retire at an earlier age if adequate income and continued professional involvement were possible.

154. Cliff, Rosemary. University of Southern California Faculty: Their Views of the University, Office of Institutional Studies, University of Southern California, University Park, Los Angeles, CA 90007, October 1974, 75 p., $3.50.

This study was based on a survey of a sample of USC faculty responding to a confidential questionnaire covering a broad range of topics regarding their relationship with the university. The response rate was 68%. The survey revealed that the prime focuses of concern for the faculty are their students and their professional field. In general, the faculty appear moderately content with their professional life and not unduly pessimistic about the future.

155. Counelis, James Steve. Academic Productivity: Institutional-Level Theory, ERIC No. ED 091 956, May 6, 1974, 22 p.

Develop concept of academic productivity and illustrates by three types of measures: (1) financial indicators; (2) instructional effort measures; (3) academic productivity beyond the classroom.

156. Counelis, James Steve. Faculty Professionalism Beyond the University Classroom, ERIC No. pending, November 14, 1974, 126 p.

For the FY 1972-1973, a faculty survey on professional and academic work beyond the University classroom was made. Statistical measures of representativeness were done; and categorization of activities and activities measures were calculated. 1129 computerized individual texts of faculty activities are provided.

157. Counelis, James Steve. Toward an Empirical Concept of the Guild: The American Education Professoriate, 1963-1967, Office of Institutional Studies/Management Information, University of San Francisco, San Francisco, CA 94117, March 16, 1973, 25 p., $5.00.

A factor analytic validation of the guild concept to the professoriate using the education faculty in American universities of the 1963-1967 period.

158. Duff, Franklin L., and Sandra A. Warden. University of Illinois Employees Job Satisfaction Study, University Bureau of Institutional Research, University of Illinois, 252 Illini Tower, Champaign, IL 61820, December 1974, 52 p., no cost.

The results of a mail-telephone survey of a sample of 2,048 employees of the three campuses of the University of Illinois. Conducted during the spring of 1974, this survey was designed to determine, for various groups of employees (both academic and non-academic), the degree of satisfaction with a number of job-related factors.

159. Malkoff, Karen. Currents in University Education, Number 2, Educational Assessment Center, University of Washington, 540 Schmitz Hall PA-30, Seattle, WA 98195, November 1974, 6 p., no cost.

A summary of the recent literature concerning the relationship between research productivity and teaching effectiveness.

160. Mehra, N. Marital Status and Academic Salaries, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, Fall 1975.

The study assesses the contribution of the variable marital status to the academic employees' salary and rank levels at the University of Alberta using the techniques of multiple regression and discriminant probability analyses.

161. Mehra, N. Status of Women Employees at the University of Alberta, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, December 1974, 66 p., $2.50.

This study is a statistical enquiry into the existing career and salary structure of academic women employees at the U. of A. Information on a number of variables is obtained from the Personnel Office records and the date is analysed by using the model and techniques of multiple regression analysis. The objective is to assess the contributions of the sex variable to an academic staff member's salary level.

162. Semeniuk, S. F. Collective Bargaining for Academic Staff: An Overview (OIR-32), Office of Institutional Research, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4L8, June 26, 1974, 16 p., $1.50.

This paper reviews the various aspects of collective bargaining by academic staff in the university setting. It presents a general overview of the nature and extent of collective bargaining by faculty, with primary emphasis on the Canadian experience.

163. Booth, Sheelagh C., and Eliot C. Higbee. A Comparative Study of Sabbatical Leave Practices in Selected Commonwealth and U.S. Universities (OIR-30), Office of Institutional Research, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada L8S 4L8, February 20, 1974, 17 p., $1.50.

This study emphasizes the similarities and differences in sabbatical leave practices among U.S., Canadian and some Commonwealth Universities. The goal underlying this study was to gain information that could be used by universities in assessing possible revisions to their leave plans in order to align them with the demands of the seventies.

164. Stewart, Michael O. Faculty Activity Analysis: Its Role in the Evaluation of Faculty, Office of Institutional Research, Fort Hays Kansas State College, Hays, KS 67601, 1974, 12 p., no cost.

The faculty activity analysis describes the time faculty spend in various professional activities. Faculty time is expressed in terms of hours or in terms of percent of the total work effort. Varous forms of the analysis are discussed. Each form emphasizes categories of faculty time including: instruction, research, professional development, and internal service. The data derived from the analysis can be used to identify the faculty component of instructional costs; determine faculty activity patterns; and determine faculty course load patterns.

See also: 3, 4, 7, 11, 13, 24, 63, 67, 81, 100, 103, 144, 145, 146, 159, 191.

STUDENT DEVELOPMENT OUTCOMES

165. Blai, Boris Jr. Employer-Based Evaluations of Harcum Programs (IRR 74-17), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, August 1974, 3 p., $1.00.

Describes an employer-based evaluation procedure; a follow-up program of Harcum occupational curricula graduates which is utilized as one means for judging program effectiveness.

166. Brozovsky, Paul V. The Effect of Study at the University of Washington upon an Individual's Life Style, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, September 1974, 53 p., no cost.

The effects of dropping out of the University of Washington on an individual's later life style were investigated by means of an eight page questionnaire responded to by 94 members of the Class of 1966. Differences due to ability and sex as well as graduation versus dropout were investigated. Differences are reported in leisure time activities, community activities, mobility, vocational interests, and vocational success. Graduates were found to enjoy greater vocational success and showed a greater interest in cultural events than did dropouts.

167. de Wolf, Virginia A. Non-Intellective Descriptors and Predictors of Undergraduate Success: A Brief Review of the Recent Literature, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, December 1974, 23 p., no cost.

This paper zeroes in on a subset of descriptors and predictors of undergraduate success, namely those which are neither cognitive measures (such as, high school GPA or aptitude test scores) nor personality test variables. The descriptors and predictors considered are broadly classed as: H.S. related, family and peer related; and student related. Articles published since 1966 are reported for each descriptor or predictor and typified according to whether the results reported were "meaningful" or "not meaningful."

168. Duff, Franklin L. Degrees Granted by Institutions of Higher Education in Illinois, 252 Illini Tower, University of Illinois Champaign, IL 61820, November 1974, 106 p., no cost.

A compilation of the number of degrees granted between 1957-1958 and 1973-74 by the colleges and universities on Illinois. The data are reported by degree level for each institution and for selected groupings of institutions, including public and private senior, public and private junior, professional and technical and proprietary institutions.

169. Gell, Robert L., and Suzanne Harkness. The Employers, A Survey of Employers Who have Hired Montgomery College Graduates, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, 1974, 41 p., no cost.

A study to assess employer's attitudes to preparation and curricular adequacy with respect to graduates. A.A. found not necessary for hiring but aided chance of promotion. Majority of employers would hire additional graduates without reservation. Place of employment and types of firms is compiled.

170. Gell, Robert L., Suzanne C. Harkness, and David F. Bleil. A Follow-up Study of Freshmen Who Left Montgomery College After Just One Semester of Attendence, ERIC No. ED 097 054, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, 1974, 43 p.

120 students were followed after their withdrawal from Montgomery College. The activity pattern of this group was found to be different from those who stayed longer. Students leaving after only one semester do not tend to transfer to other schools. The largest proportion entered full-time employment. Reasons for withdrawal tended to be personal rather than institutional. Those expressing discontent with curriculum were most attracted by the open admissions policy.

171. Gell, Robert L. Follow-up of Students who Entered Montgomery College, Fall 1970 - A Preliminary Analysis of Student Goals, ERIC No. ED 097 053, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, July 1974, 11 p.

A report using state wide follow-up study data to investigate the probability of graduation with respect to educational goals at time of entrance, time of completion, credits accumulated, and other factors.

172. Gell, Robert L., Suzanne C. Harkness, and David F. Bleil. Non-returning Special Students, A Follow-up Study, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, 1974, 34 p.

Non-matriculated students who discontinued attendance at Montgomery Community College. Two-thirds of non-returning, non-matriculated students left the College for a variety of reasons in no way related to the instructional program of the College. The majority hold positive feelings toward their experience at the College.

173. Hoelcle, Larene Nichols. A Biography of a Class: The University Experience, Follow-up . . . 1967 Freshmen in 1973, Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, NY 14214, August 1974, 76 p., no cost for single copy.

Marital status, family life, interpersonal relationships, educational and vocational experiences, leisure activities, and personal satisfactions and dissatisfactions are reported by respondents from a sample of 100 1967 freshmen, six years after they entered SUNY/B. This report is part of a ten-year longitudinal study concerning experiences, perceptions and values of students drawn from 1966 and 1967 freshman classes.

174. Keith, Nathan R. Follow-up Study of the September, 1972 Entering Juniors at GSU Based on U-P Aptitude Scores and Module Completions through February, 1974, Research and Innovation, Governors State University, Park Forest South, IL 60466, July 15, 1974, 10 p., $1.00.

This study was conducted in order to determine the progress of a selected group of students through GSU. The sample used in this study was 186 incoming juniors in the September-October session of 1972 who had taken the Undergraduate-Program Aptitude Test of the Educational Testing Service. This represented 94% of all incoming juniors for S-O, 1972. Data collected for this survey was compiled for the nine session period of S-O through J-F 1974.

175. Lucas, John A. Follow-up Study of Students Not Returning to Harper Fall of 1973 and Spring 1974, Office of Planning and Research, Harper College, Palatine, IL 60067, November 15, 1974, 22 p., no cost.

Follows a sample of students not graduating and reports such information as employment status, continued education, reasons for leaving and evaluations of various aspects of Harper.

176. Lucas, John A. Follow-up Study of 1970 and 1972 Alumni, February 1975, 19 p., no cost.

Follows alumni three and five years after Harper and reports migration patterns, career patterns, progress in education. Results show over 50% receive a bachelors degree five years after leaving Harper with another 25% having had some additional college work.

177. Lucas, John A. Follow-up Study of 1973 Transfer Alumni, May 27, 1974, 47 p., no cost.

Follows 1973 students with 48 or more hours in baccalaureate oriented programs. Reports such data as performance at new colleges, employment data and evaluation of their experience at Harper. The data is broken down by major area of study.

178. Lucas, John A. Follow-up of 1974 Vo-Tech Alumni, January 1975, 19 p., no cost.

Follows 1974 Vo-Tech alumni and reports such information as relatedness of job, migration, job status and salary, further education and evaluation of various aspects of the College.

179. Lucas, John A. Longitudinal Study and Grade Performance of Students Entering Harper College, Years 1967-1974, February 1975, 4 p., no cost.

Summarizes progress of full-time and part-time students through Harper. Reports stop out rate, persistance, grade performance by different types of students.

180. Lucas, John A., and Don Holland. Follow-up of Students who Majored in Marketing Mid-Management from 1970, Office of Planning and Research, Harper College, Palatine, IL 60067, June 7, 1974, 15 p., no cost.

Follows former students in the marketing program and provides such information type of employment, additional college experience and evaluation of Harper courses and internship experience.

181. Lucas, John A., and Charles Joly. Follow-up of Students who Majored in Child Development from 1971 to Present, September 4, 1974, 13 p., no cost.

Follows former students in Child Development gathering such information as relatedness of job, salary, college experience after Harper, migration, and difficulty of placement as well as evaluations of the program. Results showed jobs were difficult to obtain and salaries were low while many could get part-time employment only.

182. Lucas, John A., and Donald T. Sedik. Follow-up Study of Students who Majored in Supervisory and Administrative Management from 1971 to Present, April 15, 1974, 10 p., no cost.

Follows students in Supervisory and Administrative Management and presents such data as present status, length of time required to complete, evaluation of courses and future goals.

183. Lucas, John A., and Joseph Yohanan. Follow-up of Former Architecture Technology Students, December 1974, 10 p., no cost.

Follows former architecture technology students and reports such information as relatedness of job to field, specific activities practiced, salary, further education and specific evaluation of program.

184. Lucas, John A. and Frank Vandevere. Follow-up of Graduates of the Dental Hygiene Program 1970 to Present, Janaury 1975, 10 p., no cost.

Follows graduates of Dental Hygiene since 1970 and reports such information as relatedness of job, type of dentist worked for, patient load, type of activities engaged in, salary, migration and professional development.

185. Lucas, John A., and Judith Dincher. Follow-up of Nursing Alumni, June 14, 1974, 38 p., no cost.

Follows 1972 and 1973 graduates of RN and LPN nursing programs. The study determines level of position held, hours worked, responsibility and outlines in details the specific activities these graduates engage in. These graduates also rate their preparation in specific areas.

186. Lunneborg, Patricia W. Interpreting SCII Other-Sex Scores, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, July 1974, 19 p., no cost.

> To further understanding of the meaning of other-sex scores on the New Strong-Campbell *Interest Inventory*, correlations of occupational scores on both forms of the old SVIB with masculinity were studied in a sample of 116 female counseling clients. Differences in mean scores for scales appearing on both forms were highly related to the masculinity of the people in those occupations compared to others of the same sex. Recommendations are included for using MF scores to guide clients faced with "very similar" scores on occupational tests normed on the other sex.

187. Newby, John Melvin. Perceptions of Graduates Regarding Selected Aspects of the Spring Arbor College Program with Implications for Teacher Education: An Abstract of a Thesis, Director, Institutional Research and Planning, Spring Arbor College, Spring Arbor, MI 49283, 1972, 5 p.

> This study was designed to determine the opinions of graduates regarding their academic preparation at Spring Arbor College (1) in the Christian Perspective in the Liberal Arts Program (general education); (2) in the majors and minors; and (3) in the professional education courses; to obtain criticisms, suggestions, and recommendations for the improvement of these segments; to evaluate these data and use the results to suggest implications for program improvement; and to gather additional data for later analysis.

188. Roebker, Joseph P. The Manpower Outlook for College Graduates through the 1970's, Office of Management Services and Analytical Studies (127), University of Cincinnati, OH 45221, August 1973, 43 p., no cost.

> The analysis of the supply and demand for college education manpower is necessary if severe imbalances in this future work force are to be avoided. The underemployment or unemployment of college graduates can be reduced through improved manpower projections and planning procedures. This report reviews the expected supply and demand for college graduates through the 1970's.

See also: 4, 13, 14, 16, 18, 20, 35, 50, 55, 69, 86, 90, 91, 92, 93, 94, 95, 96, 107, 108, 115, 125, 126, 136, 144, 145.

MISCELLANEOUS

189. Blai, Boris Jr. An In-Depth Evaluation of Harcum by 1974 Graduates (IRR 74-19), Director, Institutional Research, Harcum Jr. College, Bryn Mawr, PA 19010, August 1974, 12 p., $2.00.

Responses for 102 most recent Harcum graduates to a detailed (38-item) anonymous questionnaire. A potentially useful check-list for questionnarie items relating to graduates' evaluations of the institution.

190. Blai, Boris Jr. Use of Harcum Library (IRR 74-27),October 1974, 2 p., $1.00.

A four-time "spot-check" report spanning eight academic years, analyzing library use; ratio of books circulated, and library collection usage rate.

191. Brown, Charles I. (Editor) The Institutional Research Practitioner: Problems, Processes and Procedures, Robert M. Ussery, Director, Institutional Research, East Carolina University, Greenville, NC 27834, 1974, 31 p.

This publication contains the Proceedings of the first annual meeting of the North Carolina institutional research group.

192. Gell, Robert L., and Suzanne Harkness. Citizen Advisory Committees, An Evaluation of the Effectiveness of Citizen Advisory Committees in the Improvement of Career Curriculum at Montgomery College, Office of Institutional Research and Analysis, Montgomery Community College, Rockville, MD 20850, 1970, 41 p.

This study of attitudes of faculty curriculum coordinators and committee members found some areas of dissatisfaction. Some of these were: obtaining financing for career education, job placement for graduates, career program recruiting and identification of prospective career faculty.

193. Lunneborg, Clifford E. Individual Differences in Memory and Information Processing, Educational Assessment Center, University of Washington, 453 Schmitz Hall PB-30, Seattle, WA 98195, September 1974, 24 p., no cost.

Analyses are reported linking performance in laboratory studies of cognition to performance on selected psychometric instruments. Intent of the study was to provide an empirical follow-up to Carroll's (1974) careful analysis of the information processing requirements of tests of cognitive factors. The results provide general support for Carroll's conclusions and suggest that a resolution of the long standing psychometric question of whether aptitudes or achievements are being assessed can be realized through studies designed to survey individual differences in current information processing capabilities.

194. Miller, Ronald H., Project Coordinator. Directory of Continuing Education Opportunities in New York City 1974, New York City Regional Center for Life-Long Learning, Pace University, Pace Plaza, New York, NY 10038, 1974, 125 p., $5.00.

Survey of 330 postsecondary educational institutions in New York City to compile program, course, and school information on continuing education opportunities available to the general public in Fall 1973.

195. Mitchell, Syrene D. Traject-O-Scope '74 (A More Comprehensive Fact Book), Office of Institutional Research, Southern University in New Orleans, New Orleans, LA 70126, September 1974, 93 p., no cost.

This publication presents basic institutional data in both written and tabular form for use by students, faculty, staff, alumni and administrators. It covers the beginning of the institution to its present (a period of 15 years). Included is Enrollment, Degrees and Grades, Faculty Salaries, Fiscal Analysis, Physical Plant, Library Information, and Special Services.

196. Saupe, Joe L., and W. Ed Stephens. Differential By Level and Per Credit Student Charges in Major Public Universities, University Office of Institutional Research, 309 University Hall, University of Missouri, Columbia, MO 65201, November 1974, 12 p., no cost.

Information on student charges for 33 major public universities known to assess charges differentially by level or on a per credit basis and from a population of 80 universities is presented. Eight (10 percent of population) assess by the credit hour; 22 assess higher graduate than undergraduate charges; and four also differentiate lower and upper division charges.

197. Smith, Glynton (editor). Georgia State University Fact Book, Office of Institutional Planning, 123 Sparks, Georgia State University, University Plaza, Atlanta, GA 30302, October 1974, 67 p., no cost.

This booklet represents the 5th issue of an annual publication. It is designed to offer brief information on a variety of subjects pertinent to an urban university. Categories include: general information, administration, budget, physical plant, degrees, students, faculty, employees, library, counseling center, computer center, alumni, urban life center and concepts, public service, and chairs, centers and institutions.

198. Tincher, Veronica. Child Care at the University of Southern California: A Study for Action, Office of Institutional Studies, University Park, University of Southern California, Los Angeles, CA 90007, July 1974, 32 p., $1.50.

Current pre-kindergarten programs associated with USC were examined in this study and were found to be unsuitable as a large full-time child care program. A survey of a sample of parents at USC was taken to determine interest in and ability to pay for such a program. A summary of laws governing child care operations and a budget of estimated yearly expenses for such a program is included.

199. Wener, D. University of Alberta Data Book 1973-1974, Office of Institutional Research and Planning, 1-16 University Hall, University of Alberta, Edmonton, Alberta, August 1974, 75 p., $2.50.

Compilation of University of Alberta statistics related to students, courses, finances, space, etc. Also includes brief definitions of measures used.

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